

MAILING INSTRUCTIONS: The ORIGINAL and FOUR (4) copies of this application must be RECEIVED at the STATE address indicated by March 25, 2005 at 5:00 p.m.

MICHIGAN DEPARTMENT OF EDUCATION

February 1, 2005

GRANT ANNOUNCEMENT

2005-2006 William F. Goodling Even Start Family Literacy Programs Grants

This application packet includes:

Grant Announcement

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| Part I | General Information |
| Part II | Additional Information |
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Application Checklist

Application Form (IM-02-25)

NATURE OF ACTION REQUESTED: Voluntary

The Michigan Department of Education is pleased to announce the availability of funds for grants to develop demonstration projects that provide intensive family literacy services to improve the literacy skills of parents, help parents become full partners in the education of their children, and assist children in reaching their full potential as learners. These projects will be funded under the William F. Goodling Even Start Family Literacy Programs with grants to be awarded by the Superintendent of Public Instruction. A local or intermediate school district, or a public school academy, applying in partnership with a public, nonprofit, community-based agency, or institution of higher education; or nonprofit organization of demonstrated quality applying in partnership with a local education agency, is eligible to apply for a grant. At the November 20, 2003 meeting, the State Board of Education approved criteria to guide the selection of proposals. The grants will be awarded by competitive application process.

Information for the 2005-2006 William F. Goodling Even Start Family Literacy Programs (Even Start) grants (Form IM-02-25), including the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/mde>. Applications must be received at the Department of Education by March 25, 2005. An **ORIGINAL AND FOUR (4) COPIES** of the completed application must be submitted at that time.

Questions regarding the 2005-2006 William F. Goodling Even Start Family Literacy Programs grants may be directed to Reneé De Mars-Johnson, Coordinator; Cheryl Hall, Consultant; or Judy Levine, Consultant; Office of Early Childhood Education and Family Services, at (517) 373-8483.

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**Michigan Department of Education
OFFICE OF EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES**

**APPLICATION FOR 2005-2006 WILLIAM F. GOODLING EVEN START
FAMILY LITERACY PROGRAMS (EVEN START) GRANTS**

Part I. General Information

INTRODUCTION

The Michigan Department of Education is pleased to announce the 2005-2006 William F. Goodling Even Start Family Literacy Programs (Even Start) grants. Even Start is a federal initiative authorized by Title I, Part B, Subpart 3, of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110). Funds totaling approximately \$6.43 million will be forwarded to Michigan from the U.S. Department of Education, \$6.04 million of which must be awarded for new and continuation grants. Approximately \$5.8 million is needed to continue grants initially awarded in 2002-2003, 2003-2004, and 2004-2005. While retaining 6 percent for administration of and technical assistance for the program, and taking into consideration unobligated funds from previous fiscal years, it is estimated that the Department will then have available approximately \$225,000 to award for new grants. Of the 32 projects funded in 2004-2005, six may seek to compete for these new grants.

This competition will award funds for twelve (12) months beginning July 1, 2005 through June 30, 2006.

GRANT PURPOSE

The primary intent of Even Start is to break the intergenerational cycle of illiteracy and school failure by supporting families through:

- Interactive literacy activities between parents and their children,
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
- Parent literacy training that leads to economic self-sufficiency, and
- Age-appropriate education to prepare children for success in school and life experience, from birth through age seven.

STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES

The State Board of Education has adopted as its Strategic Goal “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives. The William F. Goodling Even Start Family Literacy Program will address the strategic goal by giving priority to applications that propose to service students in underperforming schools. In addition, the grants address the initiatives regarding the integration of schools and communities and ensuring early childhood literacy. Other initiatives may be addressed through specific grant proposals.

ELIGIBLE APPLICANTS

An eligible applicant for an Even Start grant is a partnership between:

A local education agency applying in collaboration with a non-profit community-based organization, public agency, institution of higher education, or other public or private non-profit organization of demonstrated quality; or

A community-based organization or other public or private non-profit organization of demonstrated quality applying in collaboration with a local education agency.

In Michigan, a “local education agency” is defined as a school district, public school academy or intermediate school district. Federal legislation requires that the partner school district have available documentation of maintenance of effort.

A local education agency or other organization may submit or be included as the primary partner in no more than one proposal, except for local education agencies or their partner(s) with a student population exceeding 10,000.

Grantees completing their eighth and twelfth years of funding have had the opportunity to decrease need for federal assistance over the years of funding. They are eligible to compete for a third or fourth cycle of funding in which the local contribution increases. Applicant partners may be involved in a new eligible entity, a partnership that has changed sufficiently to constitute a new eligible recipient. Elements of a new entity include: identification of a new fiscal agent, a change in primary collaborative partners, and either identification of a new target population/service area or a significant change in the implementation model.

Federal legislation governing the disbursement of funds to eligible entities allows the Michigan Department of Education to consider waiving all or a portion of the required local share of the project proposed. Requests for this option must demonstrate that the program assisted by these federal funds would not be able to operate without the consideration of a waiver.

GRANT RANGE AND FUNDING LIMIT

The Superintendent of Public Instruction will make funding awards, based on reviewer ranking and comments and Department staff recommendation. Federal guidance regarding the award of grants allows one grant each cycle to be awarded below the standard minimum award of \$75,000. An applicant seeking funding in the ninth and succeeding years may request a minimum of \$52,500. The maximum funding level is \$225,000. Applicants must demonstrate their commitment to the project by providing a local cash or in-kind contribution of 10 percent in the first year, 20 percent the second year, 30 percent the third year, and 40 percent the fourth year. When competing for a second funding cycle of four years, the local contribution is increased to 50 percent; those applicants that wish to compete for a third or fourth four-year funding cycle must provide a 65 percent local contribution.

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED. The ORIGINAL application bearing ORIGINAL signatures (in blue ink) and four (4) copies (FOR A TOTAL OF FIVE) of the completed application **must be documented by delivery agent for delivery on or before Friday, March 25, 2005.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before Friday, March 25, 2005.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. The checklist on page 29 must be completed and attached to the top of the original application for appropriate check-in by the unit secretary. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the March 25, 2005** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of the application and participation in the competitive process at MDE. **The applicant is responsible for contacting Cheryl Najm at (517) 373-8483 or najmc@michigan.gov by March 25, 2005 if the applicant does not receive a faxed copy of the signed check-in form.**
- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

Applications sent by mail should be addressed to:

REGULAR MAIL

Michigan Department of Education
Office of Early Childhood Education and
Family Services
P.O. Box 30008
Lansing, Michigan 48909

OVERNIGHT/EXPRESS

Michigan Department of Education
Office of Early Childhood Education and
Family Services
Hannah Bldg. – 4th Floor, Pillar H-17
608 W. Allegan Street
Lansing, Michigan 48933
(517) 373-8483

No facsimile transmissions will be accepted. Late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant **without review**.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal no more than eighty (80) pages in length, one-and-one-half-spaced and with a font no smaller than Times 12 point, and margins no smaller than one inch. The only exception to the spacing requirement is on the Abstract page and the Budget Detail where single spacing is allowed. All application pages must be securely stapled, rubber- or paper-banded or clamped. Special bindings and binders should not be used. Relevant support documents may be attached to the application. Such support documents are not counted in the 80-page limit. Supplementary materials prepared commercially will not be reviewed and will be returned. Incomplete applications or applications disregarding page specifications will not be reviewed or considered for funding.

ACKNOWLEDGEMENT

Publications, including reports, films, and brochures, and any project materials developed with funding from this grant program must contain the following statement: “These materials were developed under a grant awarded by the Michigan Department of Education under the federal Even Start Program.”

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination with all requirements and regulations of the Michigan Department of Education.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing

accommodations for effective participation in this program are invited to contact the Michigan Department of Education for assistance.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Office of Early Childhood Education and Family Services at the Michigan Department of Education at (517) 373-8483.

PREPROPOSAL CONFERENCE

An application technical assistance workshop will be held as follows:

Thursday, February 17, 2005
9:00 a.m. to 12 noon (Registration begins at 8:30 a.m.)
John A. Hannah Building
Upper Parking Level Conference Room 1
608 W. Allegan Street
Lansing, Michigan

The purpose of this technical assistance meeting is to discuss the William F. Goodling Even Start Family Literacy Program grants and to allow applicants to ask questions related to the application and implementation process. The Office of Early Childhood Education and Family Services staff will be available to provide technical assistance as needed. There is no charge for this technical assistance. To register go to www.tcombridge.org/events/MDE, click on “Even Start 2005-2006 Application Assistance Workshop,” then click on “Register Here.” Additional information and a map are available on the website at <http://www.michigan.gov/mde>. Click on “Keywords,” click on “Early Childhood and Parenting Programs,” click on “Even Start Family Literacy Program.” Copies of the application will be available at the technical assistance session.

Part II. Additional Information

The following requirements apply to the process used by the Michigan Department of Education for awarding the Even Start Family Literacy Programs grants.

FUNDING PROCESS

The Michigan Department of Education will make the Even Start Family Literacy Programs grants available through a competitive process.

PAYMENT SCHEDULE

All recipients are required to request funds, as needed to pay bills, from the Michigan Department of Education. The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed a system that allows grant recipients of federal and state grants to report expenditures and request cash via the Internet.

FINANCIAL REPORTING

A final expenditure report (Form DS-4044) with a separate expenditure detail will be required for all projects. The final report is due within 45 days of the ending date of the project. It is expected that programs have standard account audits completed prior to the submission of the DS-4044. Agencies/districts that receive more than \$500,000 in federal funds are subject to the Circular A133 audit requirements.

FINANCIAL LOCAL CONTRIBUTION

Applicants receiving grant funds must maintain and document local resources that contribute to the project at the following ratio:

Year One	at least 10 percent of total project cost
Year Two	at least 20 percent of total project cost
Year Three	at least 30 percent of total project cost
Year Four	at least 40 percent of total project cost
Years Five through Eight	at least 50 percent of total project cost
Years Nine through Twelve	at least 65 percent of total project cost
Years Thirteen through Sixteen	at least 65 percent of total project cost

The eligible applicant's contribution may be obtained from any source, including any federal funds made available for other programs including those under Title I and may be provided in cash or as in-kind goods and services. All items used as the local contribution must be designated for the purposes of this project and must not be used to provide match to any other project.

To determine the local contribution required when a project knows the request they will make for federal funds, the requested amount is divided by the percentage that is the federal share of the project. Thus, a first year project requesting \$125,000 in federal funds will need to contribute at least \$13,888 ($\$125,000 \div .90 = \$138,888$). To maintain that level of funding in the second year, the local contribution would need to be increased to \$31,250 ($\$125,000 \div .80 = \$156,250$).

CONTINUATION OF FUNDING

Continuation grants will be awarded to eligible recipients that demonstrate they are making sufficient progress toward meeting program objectives and the state outcome indicators. It is anticipated that all projects will succeed in receiving funding for four consecutive years. Determination of progress will be based on a written description by the recipient of project

accomplishments and the reported data on the performance indicators as mentioned under “Performance Reporting and Monitoring Responsibilities.” Projects that struggle to meet indicators and goals may be placed on probationary status and provided assistance in developing an improvement plan.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

Each grantee is required to submit an annual report of the mandated local evaluation. On-site monitoring by the Office of Early Childhood Education and Family Services staff will be conducted as outlined in the state plan. The Even Start legislation required states to develop performance indicators for all programs seeking funding after the first year, utilizing the indicators to evaluate program performance and improvement when considering continued funding. The Michigan outcome indicators (See Appendix A) are being used in making continuation funding decisions.

PROGRAM EVALUATION

The Even Start legislation requires two separate program evaluations: an independent local evaluation designed for continuous improvement and a separate federal evaluation. Recipients are contacted directly by the U.S. Department of Education (ED) or a contractor selected by the ED regarding national data collection and evaluation requirements. It is anticipated that for 2005-2006, the ED will not revise the current evaluation plan that has specific data collection requirements of a sample of programs nationally. Applicants should include approximately \$5,000-\$10,000 in their budgets for required evaluation activities. In addition, each applicant should include a preliminary evaluation plan in accordance with the review criteria.

Part III. Review Process Information

REVIEW PROCESS

All applications will be reviewed and rated by a panel consisting of at least the following three members:

- An early childhood education professional,
- An adult education professional, and
- An individual with expertise in family literacy programs.

To complete a team of four, one of the following individuals may be added:

- A representative of a parent-child education organization,
- A representative of a community-based literacy organization,
- A member of a local board of education,
- A representative of business and industry with a commitment to education, or
- An individual involved in the implementation of the Title I program.

A second panel consisting of like members may review the highest, lowest or middle scoring applications.

Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria and all relevant information. The enclosed rubrics (found in Application Information and Instructions and Review Criteria) will be used as a rating instrument in the review process. Federal and State Board of Education priorities will be factored into decisions. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action and have the right to appeal.

All proposals will be evaluated according to the review criteria provided in the rubrics in Part V. Applicants may wish to refer to the Michigan Department of Education's "Proposal Development Guide" for additional assistance in developing their proposals. This guide will be found at: <http://www.michigan.gov/mde>. After accessing the Michigan Department of Education website, click "Grants," click on "Directory of Grant Programs," then click on "Proposal Development Guide" to access the guide.

The maximum score for the application is 200 points.

ADDITIONAL REVIEW FACTORS

In addition to the review criteria in Part V, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as: (1) duplication of effort; (2) duplication of funding; (3) geographical distribution; (4) evidence that an applicant has performed satisfactorily on previous projects; and (5) priority factors as outlined in the legislation.

GRANT REVIEWERS

The Michigan Department of Education requests proposal reviewers to assist with the review process for Even Start Family Literacy Programs grants. Interested volunteers will be selected based on expertise, balance of required categories of panel members, geographic location and need, as determined by the actual number and type of applications received by the Michigan Department of Education. Interested persons should download a copy of the Grant Reviewers Needed form on MDE's website at: <http://www.michigan.gov/mde>. Click on "Keywords," click on "Early Childhood and Parenting Programs," click on "Even Start Family Literacy Program." Persons involved in the development of a competing proposal or associated with an agency submitting a competing proposal may not serve as reviewers.

Part IV. Definition and Program Characteristics

The definition of family literacy has been standardized across various authorizing legislation at the national level. The definition that now appears in section 9101(20) of the Elementary and

Secondary Education Act of 1965, as amended by the No Child Left Behind Act indicates that the term “family literacy services” means:

Services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration to make sustainable changes in a family, and that integrate all of the following activities:

- Interactive literacy activities between parents and their children,
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
- Parent literacy training that leads to economic self-sufficiency, and
- Age-appropriate education to prepare children for success in school and life experience.

Families served by Even Start must include at least one parent who is eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act or who is within the compulsory school attendance age range, so long as a local education agency provides (or ensures the availability of) the basic education component required, or who are attending secondary school, and at least one child of that parent, aged birth through age seven.

Applicants must show how they will provide services for children in at least a three-year age range. The required program elements include:

1. Identification and recruitment of families most in need of services as indicated by low income, low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related factors;
2. Screening and preparing parents, including teenage parents and children for full participation in the activities and services provided by the program, including testing, referral to necessary counseling, other developmental and support services, and related services;
3. Designing programs and providing support services (when unavailable from other sources) necessary for participation and appropriate to the participants’ work and other responsibilities, including:
 - Scheduling and locating services to allow joint participation by parents and children;
 - Child care for the period that parents are involved in the program provided for through Even Start funds; and
 - Transporting parents and their children to enable participation in the Even Start program;
4. Establishing high-quality developmentally appropriate early childhood educational services and high quality intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children and prepare them for success in regular school programs;
5. Assuring staff who are paid in part or in full with Even Start funds are highly qualified, as defined in the legislation:
 - All new personnel hired after December 21, 2000 and by December 21, 2004, the majority of the individuals providing academic instruction in Even Start programs existing prior to December 21, 2000,

- shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and
 - if applicable, meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program.
 - The individual responsible for administration of family literacy services provided with federal Even Start funds has received training in the operation of a family literacy program by December 21, 2004, and
 - Paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent by December 21, 2004;
6. Providing special training to staff, including child care staff, that develops the skills necessary to work with parents and young children in the full range of instructional services offered as part of the Even Start program;
 7. Providing and monitoring integrated instructional services to participating parents and children through home-based programs;
 8. Operating on a year-round basis, including the provision of instructional and enrichment services during the summer months;
 9. Coordinating programs assisted under Even Start funding with programs assisted under other parts of The Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Improvement Act, Title I of the Workforce Investment Act of 1998 (job training), and with the Head Start program, volunteer literacy programs, and other relevant programs;
 10. Using instructional programs based on scientifically-based reading research for children and adults, to the extent such research is available;
 11. Encouraging participating families to attend regularly and to remain in the program a sufficient amount of time to meet their program goals;
 12. Including reading readiness activities for preschool children based on scientifically-based reading research, to the extent available, to ensure children enter school ready to learn to read;
 13. When applicable, promoting the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;
 14. Ensuring that the program will service those families most in need of Even Start activities and services; and
 15. Providing an independent local program evaluation to be used for program improvement.

Even Start programs must be designed to build on existing high quality educational and support service programs for eligible families. Priority in awarding grants will be given to proposals that demonstrate the greatest degree of cooperation and coordination between a variety of relevant service providers. Priority will also be given to those projects that are located in empowerment zones, enterprise communities, or renaissance zones.

To learn if an area has the federal designation as an empowerment zone or enterprise community, visit this site: <http://www.acf.hhs.gov/programs/ocs/ez-ec/info.htm>.

The renaissance zone is a Michigan designation designed to encourage business growth in various areas of the state. The areas are identified at the following site:

<http://www.medc.michigan.org/services/sitedevelopment/renzone/#>.

To meet the State Board of Education goal of placing a primary emphasis on improving academic achievement in high priority schools and their students, priority points will be awarded to those applicants who design family literacy programs focused on one or more of the attendance areas of schools in categories 1, 2, and 3 of the 2004 Schools Not Making Adequate Yearly Progress. To find a list of those schools, go to www.michigan.gov/mde, click on the “Programs and Offices” button in the left column, click “Adequate Yearly Progress” in the center section labeled “In the Spotlight” and generate the pdf file under “What’s New.”

Part V. Application Information and Instructions and Review Criteria

APPLICATION REVIEW AND APPROVAL

All applications will be reviewed and rated by readers convened from a variety of entities, including members of state government. Make-up of review panels will follow legislation, as indicated in the “Review Process” formerly discussed. Only those proposals meeting all the identified criteria and not exceeding the total amount of funds available for the grant program will be recommended for funding to the Superintendent of Public Instruction. All applicants will be notified in writing of the action taken by the Michigan State Superintendent of Public Instruction.

REVIEW CRITERIA

All applications will be evaluated on the basis of the criteria described. Narrative sections of the applications should be developed to thoroughly address each section. Applications are not to include or be submitted with handbooks, reports, folders, binders, dividers, etc. Two hundred (200) points is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. Reviewers will be instructed to disregard any information presented in excess of the eighty (80) typewritten pages allowed in the “Narrative Proposal.”

Application Cover Sheet (page 1 of form IM-02-25)

The agency/organization submitting the application and who will be the fiscal agent for the project must be fully identified, with information about the contact person for this program. The primary partner/collaborator (either agency or district) for the project must also be identified as a co-applicant. All boxes are to be appropriately completed, including federal identification number, addresses, e-mail addresses and telephone numbers. Federal guidance requires state authorities to take into consideration the balance of urban and rural programs funded; therefore, applicants are requested to indicate the geographic designation of the service area. For information regarding census designation, visit <http://www.census.gov/geo/www/ua/uainfo.html#lists>. This page must be signed by the

authorized signatory, that is, the person within the primary (fiscal) agency/district who has legal oversight responsibility.

Assurances and Certifications (Pages 1a and 1b of form IM-02-25)

Signature of authorized official of the agency/district on page 1b also applies to the statements on page 1a.

Certification for Participation (Page 2 of form IM-02-25)

This page designates the administrative and fiscal agent and the primary collaborating partner for the proposed project. The original signature of each authorized representative is required when submitting with the original application. Although many entities may cooperate to provide services, this page reiterates the primary partnership as noted on the Application Cover Sheet.

Project Abstract (page 3 of IM-02-25)—5 points

A Project Abstract of the proposed program must be completed and returned with the application. This page should explain enough of the project to be able to be duplicated and distributed to others that may ask for information about the Even Start project. The Project Abstract is to be ONLY one page. This page may be single-spaced with a 10-point font size and have margins of less one inch.

The Project Abstract must briefly explain the need for the project in the community(ies) for the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed, including anticipated number of families to be served and a complete listing of any school attendance areas to be served that appear on the Schools Not Making AYP in 2004, Phases 1, 2, and 3 (Description of Project), highlight key people who will be involved with the project (Qualifications of Key Personnel), and provide a statement regarding the applicant partnership's commitment to and capacity for carrying out the project (Applicant's Commitment and Capacity). Please note that the "Description of Project" will be used as a summary of the project.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-2 points)	Recommended for Funding (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: does not contain a project abstract.	The proposal: has a project abstract that minimally describes the project; portions of the required elements are missing or are labeled "see attached."	The proposal: provides a project abstract that contains all elements required (statement of need, description of project, key personnel, commitment and capacity).	The proposal: clearly and succinctly gives enough information on the project abstract form in each category so that the reader understands the capacity of the applicant to staff an effective project that will address true need for a specified number of families in the community, including any schools in AYP Phase 1, 2, or 3.

Budget—Summary (page 4 of form IM-02-25), Detail, and Narrative—15 points

This section provides information to demonstrate that the project has an appropriate budget and is cost effective. The budget must be reasonable in relation to the scope of the project and the expected outcomes. Reviewers will be instructed to score this section after reviewing the narrative portion of the application.

Budget Guidelines:

New applicants should keep in mind the increasing local contribution required for the second through fourth years (20 percent, 2nd year; 30 percent, 3rd year; and 40 percent in the 4th year). At the applicant's request, funds may be provided for a three to six month start-up period during the first year of a grant period before full implementation of the project is required. During the start-up period, a project may use Even Start funds for activities such as participant recruitment, staff training and coordination of services. The minimum and maximum budgets for new grants are as follows:

Department of Education /Federal Share	Local Contribution (First Year 10 percent)	Total
Minimum Request - \$75,000*	\$8,333	\$83,333
Maximum Request - \$225,000	\$25,000	\$250,000
	Local Contribution (Fifth Year 50 percent)	
Minimum Request - \$75,000*	\$75,000	\$150,000
Maximum Request - \$225,000	\$225,000	\$450,000
	Local Contribution (Ninth or Thirteenth Year 65 percent)	
Minimum Request - \$52,500*	\$97,500	\$150,000
Maximum Request - \$225,000	\$417,857	\$642,857

*Federal guidance allows the State to award one grant at less than the \$75,000 minimum for grantees competing for their first or fifth year of funding and any number of grants at a minimum of \$52,500 for grantees competing in their ninth or thirteenth year of funding.

Indirect costs may not be included in the budget, since they are prohibited by the Even Start legislation.

Include the local contribution (10 percent for a first year project, 50 percent for a project competing for a fifth year of programming, 65 percent for a project competing for a ninth or thirteenth year of programming) in the budget. Local contribution can be in-kind or cash obtained from any source including federal funds made available for any programs that have educational or support goals, including funds under other parts of Title I, but must be costs contributing to the services being proposed in the grant. To clarify, local contribution must be items that could be paid for with Even Start funds if the local contribution was not available. As an example, the foundation allowance for a kindergarten or first grade child cannot contribute to the Even Start project (you couldn't purchase this free public education), but Title I, Part A funds

contributing to an after-school tutoring project for an enrolled child could be used as a portion of the local contribution, as long as the tutoring was integrated into the overall Even Start plan. Likewise, parents within compulsory school age can be enrolled in Even Start, so long as the local education agency provides the basic education component. The foundation allowance cannot be counted as local contribution in these circumstances because you could not purchase that educational programming with Even Start funds.

Further guidance on allowable costs is provided in OMB Circular A-87 for those fiscal agents that are local education agencies, OMB Circular A-21 for those that are institutions of higher education, and OMB Circular A-122 for nonprofit community based organizations that are assuming fiscal responsibility for the Even Start partnership.

Applicants are advised to consult Appendix A of the Public School Accounting Manual to determine appropriate function and object codes for the anticipated expenses for the Even Start project being proposed. The Michigan Public School Accounting Manual is available online at www.michigan.gov/mde, click on “Keywords,” then click on “Michigan Public School Accounting Manual.” General guidance is provided below:

*Function
Codes*

- 118 Pre-School—Instructional activities in learning during the years preceding kindergarten.
- 119 Summer School—Any basic program activity offered in summer.
- 125 Compensatory Education—Instructional activities designed to improve the achievement in basic cognitive skills of pupils who have extraordinary need for assistance to improve their competence in basic skills.
- 131 Adult Education – Basic—Learning experiences concerned with the fundamental tools of learning for adults who have never attended school or who have interrupted formal schooling and need knowledge and skills to raise their level of education. Generally considered to include grade levels one through eight.
- 132 Adult Education – Secondary—Learning experiences designed to develop the knowledge, skills, appreciation, attitudes, and behavioral characteristics considered to be needed by adults who have interrupted formal schooling.
- 135 Occupational Training or Upgrading Retraining—Learning experiences concerned with the skills and knowledge required for employment in a new occupation, to extend or update competencies or preparation for employment in a new or different occupation.
- 212 Guidance Services—Consist of activities such as evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance.

- 213 Health Services—Included are activities involved with providing pupils with appropriate medical, dental, nursing or other health services.

- 221 Improvement of Instruction—Consists of those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and natural learning experiences for pupils. These activities include curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff.

- 225 Technology–Assisted Instruction—Planning, programming, writing, and presenting educational programs especially programmed for a computer to be used as the principal medium of instruction.

- 226 Supervision and Direction of Instructional Staff—Directing and managing instructional services. Includes the activities of program coordination and program compliance monitoring.

- 229 Other Instructional Staff Services—Other activities that assist the instructional staff with the content and process of providing learning experiences for pupils.

- 232 Executive Administration—District-wide general or executive responsibilities, including the development and execution of school district policies.*

- 241 Office of the Principal—Activities performed by the principal, assistant principal and other assistants in the general supervision of operations of the school.*

- 249 Other School Administration—Other items include community relations, district-wide activities and programs designed to improve school/community relations.*

- 252 Fiscal Services—Activities concerned with the fiscal operations of the school system. This function includes budgeting, receiving and disbursing, financial accounting, payroll, purchasing, inventory control, and internal auditing.*

- 257 Internal Services—Activities concerned with storing and distributing supplies, furniture, and equipment. Also includes duplicating and printing services, central mail services, and costs associated with the operation of a central switchboard or receptionist.*

- 261 Operating Buildings Services—Activities concerned with keeping the physical plant open, clean, and ready for daily use. They include operating the heating, lighting, and ventilation systems, and repairing facilities/equipment. Also included are operating building leases, property and liability insurance, janitorial and ground maintenance costs.*

*Not eligible for indirect charges.

- 266 Security Services—Activities concerned with maintaining order and safety in school buildings, on the grounds and in the vicinity of schools at all times.
- 271 Pupil Transportation Services—Activities concerned with the conveyance of pupils to and from school, as provided by state law. It includes trips between home and school or trips to school activities. All other direct costs related to pupil transportation should be included under this function, i.e., physical exams, uniforms, school bus driver licenses, awards, bus monitors, etc. May be used in Capital Projects Funds only to extent allowed by law.
- 281 Planning, Research, Development, and Evaluation—Activities associated with conducting and managing programs of planning, research, development, and evaluation.
- 282 Communication Services—Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or to the general public through direct mailing, the various news media, or personal contact.
- 283 Staff/Personnel Services—Activities concerned with maintaining an efficient staff. It includes such activities as recruiting and placement, staff transfers, in-service training, health services, staff accounting, and staff relations and negotiations. In-service training and professional development for noninstructional support staff should be recorded here.
- 284 Information Management Services—Activities concerned with preparing data for storage, storing data, and retrieving. Also includes activities associated with technology support.
- 285 Pupil Accounting—Acquiring, maintaining, and auditing records of pupil attendance, and reporting information to various oversight agencies.
- 297 Food Services—Consist of those activities concerned with providing food to pupils and staff in a school or school system. This service includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities.
- 351 Custody and Care of Children—Pertains to providing programs for the custodial care of children in residential day schools or child care centers which are not part of, or directly related to, the instructional program and where the attendance of the children is not included in the attendance figures for the school system.
- 361 Welfare Activities—Pertains to providing for the personal needs of individuals who have been designated as needy by an appropriate governmental entity. Expenditures include food or other personal needs.

- 391 Other Community Services—Services provided the community that cannot be classified under the preceding areas of responsibility. An example would be Adult Employment Programs.
- 441 Payment to Other Government Entities – Sub-grantee (Non-Public, etc.)—Sub-grantee relationships, not vendor or contracted services. Payments might be made to Non-Public Schools, Community Organizations, etc.

1. Budget Summary and Budget Detail (10 points)

The budget summary must be completed and signed by the fiscal and administrative personnel of the district/agency/organization. Attach a detail that explains the line totals presented in the budget summary. Michigan Department of Education grant request and the source and amount of the local contribution of expenditures (both cash and in-kind), as well as a total for each line item should be listed in separate columns.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-5 points)	Recommended for Funding (6-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not provide a budget detail.	The proposal: provides a detail of expenditures not directly related to the activities proposed in the plan, expenditures do not follow the budget guidelines or local contribution is not at least 10 percent (for first year), 50 percent (for fifth year), or 65 percent (for ninth or thirteenth year) of the total project cost.	The proposal: provides a detail of expenditures directly related to the activities proposed in the plan. Budget summary and/or detail contains minor transposed numbers or addition errors. Some costs may not support or are in excess of what is needed to implement the plan.	The proposal: provides clearly detailed expenditures directly related to the activities proposed in the plan. The expenditures are accurately reflected in the budget summary. Costs detailed are reasonable for the quality of the project activities proposed and align with budget guidelines.
does not provide a budget detail.	does not utilize appropriate function codes and/or does not break out the local contribution.	details local contributions in a separate column. Function codes coordinate with the budget summary.	details local contributions in a separate column. Appropriate function codes are utilized. All contributing sources appear reasonable and appropriate.

2. Budget Narrative (5 points)

The applicant is asked to provide a brief narrative as part of the budget section that will assist the reviewer in understanding expenditures. For example, items such as the sources of local contribution, reasons why some expenditures might not be represented in the budget, and the standards for salaries and cost of living in the area may be addressed.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-2 points)	Recommended For Funding (3-4 points)	Highly Recommended for Funding (5 points)
The proposal: does not provide a budget narrative.	The proposal: provides a narrative that does not give much information about the sources of local contribution or area cost of living to justify expenses.	The proposal: provides a budget narrative that clearly describes sources of local contribution used for the project.	The proposal: provides information that illustrates sources of local contribution, and provides the standards for salaries and cost of living in the area along with additional information to further explain the budget.

Narrative Proposal (four sections, 105 points plus 75 priority points)—180 points

The applicant is instructed to provide narrative of no more than eighty (80) pages which addresses: “Need for the Project,” “Coordination, Cooperation and Collaboration,” “Proposed Project Model/Likelihood of Success,” and “Promise as a Model/Evaluation.” This section will serve as the plan of operation and continuous improvement should the project be awarded Even Start funds, thus the applicant partners should provide sufficient detail to guide implementation efforts. Particular attention should be given to program objectives and strategies, activities and services consistent with the State performance indicators (required by section 1237(c)(1)(G), and the plan for rigorous and objective evaluation of progress toward program objectives.

1. Need for the Project (10 points plus possible 40 priority points)—10/50 points

The applicant must describe the community(ies) to be served and demonstrate that the area to be served has a high percentage or large number of children and parents in need of Even Start services. Examples of this need include a high percentage of the children reside in a Title I Part A school attendance area, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents are receiving assistance under the Temporary Assistance for Needy Families (TANF) programs.

Not Recommended for Funding (0-2 points)	Recommended for Funding with Revisions (3-5 points)	Recommended for Funding (6-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not identify the need for family literacy or the target population to be served through the program.	The proposal: describes problems that have minor relation to literacy programming. The target population to be served through the program does not appear to be in need of literacy services.	The proposal: identifies problems to be addressed and a general description of a population to be served through the program.	The proposal: provides explicit demographics and identification with a clear description of specific needs to be addressed and the anticipated numbers of the clearly defined target population to be served through the program.
includes no information about current availability of family literacy services for the target population.	discusses strong component programs as stand-alone programs and their service to families without addressing family literacy.	discusses family literacy activities that are offered, but does not develop argument for enhancing the activities to become comprehensive family literacy services. Proposal merely acknowledges other area programs offering comprehensive family literacy services.	provides a clear explanation that comprehensive family literacy services for the target population are unavailable or indicates how it was determined that the targeted families would not be served by other area programs.

Priority Points

Federal Even Start legislation requires priority be given to projects that demonstrate need for Even Start services by demonstrating the following:

- Project is designed to serve an area in which there are high levels of poverty, illiteracy, unemployment, limited English proficiency, or other similar need-related indicators. High levels of need must be shown by comparison with other areas of the State; or
- Families proposed to be served reside in an empowerment, enterprise, or renaissance zone (see page 11 for link).

10	The applicant has provided substantial objective documentation of need in one of the two indicators listed.
0	Applicant does not meet these requirements.

- Project is designed to serve a population around one of Michigan’s schools failing to make Adequate Yearly Progress (AYP) and categorized in Phase 1, 2 or 3. Those schools are listed at www.michigan.gov/mde, click on “Programs and Offices,” click on “Adequate Yearly Progress,” find the link to the pdf document in “In the Spotlight.”

30	The applicant identifies service to attendance areas of one or more schools failing to make Adequate Yearly Progress in Phase 1, 2 or 3.
0	Applicant does not target these areas.

2. Coordination, Cooperation and Collaboration—35 points

The applicant is asked to address the assessment of services, discussions and agreements that were undertaken by community entities in response to the need. This section of the narrative must illustrate the partnerships that exist and those that are to be forged to create and implement the Even Start project. Descriptions must address how the partnerships will build on the existing high quality services of the community to develop a new range of services to families most in need. Enough detail must be provided to enable reviewers to determine the extent to which cooperation and coordination will take place in all phases of the proposed project among a variety of relevant service providers, particularly those who are considered primary to the success of the project. The programs referred to in this section may include those programs under other parts of Title I, the Head Start program, the Individuals with Disabilities Education Improvement Act, the Job Training Partnership Act, volunteer literacy programs, and other relevant programs.

Not Recommended for Funding (0-4 points)	Recommended for Funding with Revisions (5-15 points)	Recommended for Funding (16-24 points)	Highly Recommended for Funding (25-35 points)
The proposal: does not show evidence that the applicant has surveyed the community or is aware of other providers of services in the community(ies) to be served.	The proposal: describes providers and services that are located in the community, some of which do not have direct relevance to a family literacy project.	The proposal: includes a description of a survey completed to determine related services designated for the target population.	The proposal: provides evidence that the applicant has made a survey of all relevant providers and is fully aware of similar and related services, including state- and locally -funded programs being provided to eligible children and adults in the community(ies) to be served.
does not delineate any true collaborative efforts with entities outside of the applicant partnership.	describes a few examples of coordinated activities or services with a limited number of partners.	provides a description of strong partnerships with groups that provide services in the community, the area, and the state.	describes the applicant’s collaborative efforts with entities such as institutions of higher education, community-based organizations, the Michigan Dept. of Education, private elementary schools, or other organizations.

Rubric continues

Coordination, Cooperation and Collaboration, continued

Not Recommended for Funding (0-4 points)	Recommended for Funding with Revisions (5-15 points)	Recommended for Funding (16-24 points)	Highly Recommended for Funding (25-35 points)
The proposal: gives no agreements or provides only discussion of plans to get agreements.	The proposal: has attached agreements with various providers that show interest in the project, but only the primary partner has specified the activities that will be contributed to the success of the project.	The proposal: provides at least four specific agreements and discusses others that are in process of being completed to assure success of the project to be implemented.	The proposal: illustrates that the applicant has, in planning the project, entered into firm agreements with various providers for specific cooperative activities. At least six agreements are attached that provide quantified commitments to assure project success. (Score this row up to ten points.)
does not address how the applicant can assist participants in connecting to employment, education and training beyond the family literacy program.	inventories the service providers who may be recommended as a resource for participants.	discusses cooperating with other service providers to assist both adult and child participants in their transition to the next logical step in their development.	includes a discussion of additional cooperative efforts with other service providers, including state and locally funded providers, anticipated throughout the duration of the project period, including provision, as needed, for the transition of children out of Even Start into other programs and parents into job training, employment, or higher education.
contains evidence that the services proposed by the applicant will be duplicative.	suggests providing services that are similar to services described as being provided by other entities in the community.	describes services that appear to be non-duplicative in the community, evidence of quality of those services is vague.	clearly demonstrates that services offered by the applicant will build upon, but not duplicate, those already being provided to project participants by the applicant or other high quality service providers. (Score this row up to ten points.)

3. Proposed Project Model/Likelihood of Success . . . in meeting the Even Start goals and implementing the required program elements (45 points plus possible 35 priority points)—45/80 points

Narrative should be developed that provides the project design and addresses how the proposed project will improve the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, parent and child literacy activities and parenting education into a unified family literacy program. The necessary four components of Even Start require instruction in four components, each of which must be high quality: adult education including adult basic education, high school diploma or completion work, preparation for the GED and instruction in English as a Second Language; early childhood education; parent-child interactive literacy activities; and, parenting education.

Not Recommended for Funding (0-10 points)	Recommended for Funding with Revisions (11-21 points)	Recommended for Funding (22-33 points)	Highly Recommended for Funding (34-45 points)
The proposal: contains no discussion of research upon which the proposed project will be based or discusses research that does not relate to the project's activities.	The proposal: provides a cursory review of research, not all research is related to integrated family literacy.	The proposal: reviews appropriate research in each of the component areas, the research relates to family literacy programs.	The proposal: describes clearly scientifically-based reading research in the areas of early childhood education and adult literacy, and additional research in parenting education that will provide a sound basis for implementation of the project.
provides a description of a program that is primarily focused on providing services to an indeterminate number of families. Services are not connected to a specific model.	discusses implementing a family literacy program with four component areas that is not based on a specific model. Elements of the proposed project have no data to support the implementation of the project, but an estimated number of families is provided.	details the proposed family literacy model to be implemented, noting information about its effectiveness. Describes any adaptations that will be made in order to implement this model in the community to be served and estimates the number of adult and child participants to be served. The four component areas are prominently discussed.	provides a detailed description of the specific family literacy model that the applicant proposes to implement (including quantitative data on the model's effectiveness), information supporting the applicability of the model to the local site and to Even Start, and a detailed description of how the model will be implemented with the target population in the proposed project, including an estimate of the number of participants to be served, containing the four component activities appropriate to the level of the children and parents to be served. Applicant clearly demonstrates how services will be provided for children in at least a three-year age range.

Rubric continues

Proposed Project Model/Likelihood of Success, continued

Not Recommended for Funding (0-10 points)	Recommended for Funding with Revisions (11-21 points)	Recommended for Funding (22-33 points)	Highly Recommended for Funding (34-45 points)
The proposal: does not provide a discussion that allows one to determine that the applicant or its collaborating partner has implemented a program that could serve as a basis for a successful family literacy program.	The proposal: provides a discussion of activities that have occurred in one or both of the collaborating partners' agencies without providing information on the success of the activities, OR success of activities may be discussed, but the activities discussed do not contribute to one of the four component areas necessary to implement family literacy.	The proposal: gives evidence that at least one of the applicant partners have successfully implemented a component program. The success of that program is discussed.	The proposal: provides objective evidence, including quantitative data on the educational and related outcomes of the program that the applicant, or its collaborating partner, has implemented in the past. Evidence of success in operating a literacy program, an adult education program, an early childhood education program, or a parenting education program is prominently discussed. For projects applying for fifth, ninth, or thirteenth year funding, or for those involved as a new eligible entity, evidence includes outcomes of previous years' services.
includes plan of operation, but the strategies discussed may not be attractive to families or would not ensure a family's long-term commitment to the project.	outlines activities for families with multiple risks, including those with limited English and disabilities in each of the primary components.	discusses methods that families with multiple risks, including those with limited English and disabilities, can be served in each of the primary components.	addresses in a plan of operation the methods that will be used to ensure serving families most in need of services, how services will be provided to individuals with limited English proficiency or individuals with disabilities and strategies to encourage participants to remain in the program for a sufficient time to meet the program's purpose.

Rubric continues

Proposed Project Model/Likelihood of Success, continued

Not Recommended for Funding (0-10 points)	Recommended for Funding with Revisions (11-21 points)	Recommended for Funding (22-33 points)	Highly Recommended for Funding (34-45 points)
The proposal: describes a project that will meet only during the traditional academic year, or one in which services will be provided in venues that may be perceived as barriers to participation for the target population.	The proposal: provides a plan that will assist in the continuous involvement of enrolled families, but the intensity in the summer months wanes or there is no discussion of home visits or other efforts that will be undertaken.	The proposal: gives some information about ways that participants in the proposed project will receive continuous service focused on maintaining progress.	The proposal: details how the project will provide for continuity of services to maintain progress by families enrolled. (For example, providing the required instructional and enrichment services through the summer months, integrating home visits into the comprehensive program, and serving participants, as needed, for the full period of their eligibility.)
does not articulate objectives that are connected to determining the success of the project.	provides objectives, some of which are not measurable, or objectives are not provided for the entire scope of the project.	contains objectives that are attainable and will assist in determining the success of the entire project.	contains clear, attainable, measurable objectives and strategies to meet the objectives against which the progress and success of the full project will be measured. Applicant prominently discusses how the objectives can contribute to the State program indicators.
does not directly relate activities and services to the project objectives.	contains activities and services that aren't necessarily in direct support of the project's objectives. Does not reference the program elements.	indicates time-framed activities and services that will support project objectives. Refers to all relevant program elements.	includes a description of appropriate activities, services, and time lines to achieve project objectives and incorporates all of the program elements found on pages 9-10 of these instructions not already discussed in other sections of the proposal.

Rubric continues

Not Recommended for Funding (0-10 points)	Recommended for Funding with Revisions (11-21 points)	Recommended for Funding (22-33 points)	Highly Recommended for Funding (34-45 points)
The proposal: is missing the description of how personnel integrate into the administration of the project.	The proposal: suggests personnel to implement the project that have little or no experience in a project of the scope proposed or not exhibiting the skills and training necessary to train and support the project staff. Instructional staff described have paraprofessional training or minimal qualifications.	The proposal: discusses how specific staff will be assigned to the project and ensure implementation, but may themselves need additional training prior to training and supporting staff. Plan includes use of some instructional staff who lack the qualifications necessary to implement high-quality, research-based instruction.	The proposal: designates responsibilities to specific personnel who are qualified to develop, administer and implement the project and to provide access to special training necessary to prepare staff for the program. The proposed instructional staff have associate's, bachelor's or graduate degrees in appropriate fields.
does not address how the applicant partners anticipate implementing, reviewing and adjusting all activities over the course of the project.	contains a plan to administer the project.	suggests a management plan that will ensure the project be implemented in the manner prescribed by the objectives of the project.	includes an effective plan to ensure proper and efficient administration of the project, assuring continuous improvement of the implementation of a comprehensive family literacy program.

Priority Points

Priority is given for projects that are most likely to be successful in meeting the goals of Even Start, implementing the required program elements, and thus have a significant impact on the lives of families.

20	Likelihood of success is significant as evidenced by applicant's score on "Proposed Project Model/Likelihood of Success" rubric being at least 40, including scoring in the "highly recommended" category for the scale on past success (third row of the rubric).
0	Applicant does not meet these requirements.

Priority is also given to those partnerships who will implement successful projects entering year five, nine or 13.

15	Applicant has demonstrated that the project implemented for four, eight or 12 years has been successful.
0	Applicant does not meet these requirements.

4. Promise as a Model/Evaluation—15 points

The applicant is asked to describe the preliminary evaluation plan, and discuss ways that the model described will be effective.

Not Recommended for Funding (0-3 points)	Recommended for Funding with Revisions (4-6 points)	Recommended for Funding (7-10 points)	Highly Recommended for Funding (11-15 points)
The proposal: gives few details about a plan for evaluation. The evaluation described relies heavily on satisfaction surveys or other less-rigorous measures.	The proposal: discusses an evaluation designed to measure individual participant success but may not take into account all four components and their impact on breaking the cycle of illiteracy. Evaluation only takes State indicators into consideration, rather than focusing on improving the quality of service in order to reach the State indicators.	The proposal: provides the framework for a complete evaluation that measures the degree to which the project succeeds in reaching its goals and objectives.	The proposal: describes a preliminary evaluation plan that measures the progress and success of the project in achieving its clearly stated and attainable objectives, utilizing concrete and quantifiable means of measurement, including, if possible, comparisons with appropriate control groups.
does not address anticipated outcomes.	indicates success measures in terms of intensity of service and satisfaction with program. Measures do not directly relate to State indicators.	provides percentages of service population anticipated to reach defined outcomes in component areas unique to this project. Plan to access data to inform State indicators is included.	defines success measures in terms of outcome indicators integrating each of the four component areas. Discusses the plan to collect the data necessary to meet State indicators.
does not address a focus on continuous program improvement.	mentions a presentation and discussion of evaluation data to stakeholders.	indicates that all staff will be engaged in review of evaluation data and findings.	delineates strategies for ensuring the program will address issues related to continuous program improvement.

APPENDIX A

OUTCOME INDICATORS

With respect to eligible participants in a program who are adults--

1. At the end of six months from program intake, 80 percent of the Even Start adult participants will demonstrate growth/change in all of the basic skill areas by pre- and post-test scores using the TABE.
 - At the end of six months from program intake a minimum of 50 percent of the Even Start adult participants will demonstrate a growth/change in one of the areas of basic skills in reading, mathematics, or language by a minimum of 1.0 grade level as evidenced by pre- and post-test scores of the TABE. Local Even Start Projects will report to the Michigan Department of Education on each of the academic areas in which the adult participants have or are currently receiving instruction.
2. Of the number of adult participants who have identified a high school diploma as their goal and who have been enrolled at least 15 weeks (or one semester) in Even Start, 65 percent will earn credit toward a diploma.
3. Of the number of adult participants who have identified a high school diploma as their goal and have at least 75 percent of the credits necessary to graduate, 75 percent will receive their diploma within two years of enrollment in Even Start.
4. Of the number of adults who enter the Even Start program as English as a Second Language students, 100 percent will demonstrate a measurable gain in language skills within 120 hours or one year of instruction as measured by the BEST.
5. Of the number of adult participants who take an official GED test, 70 percent will earn a GED certificate within two years.
6. In each program year, 50 percent of Even Start participants who completed the GED, earned a high school diploma, or achieved proficiency in the English language, will enter post secondary education, job-training program, employment, the military or receive career advancement.

With respect to eligible participants in a program who are children—

1. Eighty (80) percent of children age birth to five participating in an Even Start program will score above the cut-off for the *Ages and Stages Questionnaire* in the following domains: communication, cognitive, motor, self-help, and socialization as measured with the *Ages and Stages Questionnaire* interval (at or above the previous *ASQ*).
2. Eighty (80) percent of participating Even Start children will demonstrate increased interest in reading within one year as delineated in the “concepts of print,” a sub-assessment of the *Michigan Literacy Progress Profile* (for children for whom this measure is appropriate).
3. Eighty (80) percent of participating Even Start children enrolled in Head Start, Pre-Primary Impaired, Michigan School Readiness Program, or K-2 will exhibit a 90 percent attendance rate in their respective programs for that year. Excused absences count as attendance. Excused absences include:
 - Doctor’s note,

- Parent call-ahead or other notification to report absence, and
 - Family issues such as death or funeral of a family member.
4. Ninety-five (95) percent of participating Even Start children, who are of school age, will be promoted to the next level within one calendar year (continuous progress levels or grade)

With respect to the adult's parenting and interaction skills—

1. Fifty (50) percent of parents participating in Even Start for at least six months will demonstrate a .30 gain in supporting children's learning in the home environment (Scale I) as indicated by the Parent Education Profile.
2. Fifty (50) percent of parents participating in Even Start for at least six months will demonstrate a .30 gain in supporting interactive literacy (Scale II) as indicated by the Parent Education Profile.
3. Fifty (50) percent of parents participating in Even Start for at least six months will demonstrate a .30 gain in supporting children's learning in formal education settings (Scale III) as indicated by the Parent Education Profile.
4. Fifty (50) percent of parents participating in Even Start for at least six months will demonstrate a .30 gain in taking on the parent role (Scale IV) as indicated by the Parent Education Profile.

APPLICATION CHECKLIST FOR GRANT APPLICANTS

Applicant Name _____ Fax (_____)_____

- ☐ Is the application one-and-one-half-spaced?
- ☐ Is the application in a font no smaller than Times 12 point?
- ☐ Is the Narrative portion no more than 80 pages in length?
- ☐ Are the Application Cover page and Assurances and Certifications page signed by the authorized signatory?
- ☐ Is the Budget Summary signed by the authorized signatories?
- ☐ Are the forms completed and bound to the original and ALL four copies in the following order?
 - ☐ Application Cover Sheet (page 1 of application)
 - ☐ Assurances and Certifications (pages 1a and 1b of application)
 - ☐ Certification for Participation (page 2 of application)
 - ☐ Project Abstract (page 3 of application)
 - ☐ Budget
 - ☐ Budget Summary (page 4 of application)
 - ☐ Budget Detail
 - ☐ Budget Narrative
 - ☐ Narrative
 - ☐ Assessment of Need
 - ☐ Coordination, Cooperation and Collaboration
 - ☐ Proposed Project Model/Likelihood of Success
 - ☐ Promise as a Model/Evaluation
 - ☐ Relevant support documents

ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGE 4. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.

Package received by MDE:

Staff initials_____ **Date**_____